

Globalisation – understanding global trade and its effects

Von Gerhild Godel-Backhausen, Leonberg

Die zunehmende Globalisierung und die damit verbundenen rasanten Veränderungen weltweit beunruhigen viele Menschen und rufen Globalisierungsgegner auf den Plan. Häufig sind Schlagzeilen zu lesen, die von neu aufflammenden protektionistischen Tendenzen wie beispielsweise in den USA berichten; standen die Vereinigten Staaten doch immer für die freie Marktwirtschaft. Daher ist es vor dem Hintergrund aktueller politischer Ereignisse wichtiger als zuvor, den internationalen Warenaustausch in seiner Dimension und in seinen komplexen Zusammenhängen zu erfassen und aus verschiedenen Standpunkten zu betrachten. Da viele deutsche Betriebe international tätig sind, ist dieses Thema gerade für Berufsschüler von Bedeutung.



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Ist Freihandel oder Protektionismus die bessere Lösung in Zeiten der Globalisierung? Mit dieser Frage setzen sich die Schüler kritisch auseinander und festigen dabei ihre Englischkenntnisse.

Anhand dieser Unterrichtseinheit beleuchten und analysieren Ihre Schüler die Entwicklung des internationalen Handels, die Rolle möglicher internationaler Institutionen und die Auswirkungen des globalen Welt Handels. Mit Hilfe eines Gruppenpuzzles, eines Ratespiels im Stile des beliebten Klassikers „Taboo“ sowie anhand von Bildimpulsen erarbeiten die Lernenden Vor- und Nachteile der stark zunehmenden internationalen Verflechtungen. Dabei trainieren sie ihre mündliche Sprechfähigkeit und eignen sich neuen thematischen Wortschatz an.

Das Wichtigste auf einen Blick

<p>Kompetenzen</p> <ul style="list-style-type: none"> – Wortschatz zu den Themen „<i>internationaler Handel</i>“ und „<i>Globalisierung</i>“ erweitern und festigen – sich Wissen über internationale Institutionen wie <i>WTO</i> oder <i>World Bank</i> aneignen – wichtige Redemittel und Argumente für eine Diskussion über Freihandel vs. Protektionismus erarbeiten und anwenden – eine Graphik auf Englisch beschreiben – die Lese- und Schreibkompetenz verbessern 	<p>Dauer</p> <p>4 Schulstunden</p> <p>Niveau</p> <p>B1–B2</p> <p>Ihr Plus</p> <p>mit einem Ratespiel angelehnt an den beliebten Spieleklassiker „<i>Taboo</i>“</p>
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Verlaufsübersicht

1. Stunde: Global trade and its development	
Material	Verlauf
M 1a	Where our products come from – a world map / anhand der Farbfolie die Transportwege von Gebrauchsgütern auf der Weltkarte nachverfolgen
M 1b	Where our products come from – an overview / die Herkunft der Produkte des täglichen Bedarfs identifizieren und mit einem Partner darüber diskutieren
M 2	Trends in global trade – describing a graph / ein Diagramm auf Englisch beschreiben und dabei die Entwicklung des internationalen Handelsvolumens nachvollziehen
M 3	International trade organisations – fact files / die Kernaspekte zu den drei wichtigsten internationalen Institutionen des globalen Welthandels zusammenfassen
Stundenziel:	Die Schüler kennen den Zusammenhang zwischen der Entwicklung des Welthandels und der Globalisierung. Sie können einschätzen, welche Rolle die Weltbank, der internationale Währungsfond und die Welthandelsorganisation in diesem Geflecht spielen.
2. Stunde: International trade hitting the headlines	
Material	Verlauf
M 4	International trade hitting the headlines / anhand von vorgegebenen Schlagzeilen über den Inhalt von Zeitungsaufstellungen spekulieren
M 5	International trade in the news / das Leseverstehen anhand von Zeitungsaufstellungen trainieren, den Einfluss internationaler Organisationen auf Welthandel und Gesellschaften nachvollziehen
M 6	International trade in the news – articles / Zeitungsaufstellungen grundlegende Informationen über den Welthandel entnehmen
Stundenziel:	Die Lernenden aktivieren und lernen neuen thematischen Wortschatz, sie wenden ihr Wissen über die internationalen Institutionen in einer Gruppendiskussion an.
3. Stunde: Free trade vs. protectionism	
Material	Verlauf
M 7	Some of Trump's election campaign promises / Präsident Trumps Wahlversprechen vor dem wirtschaftlichen Hintergrund der Globalisierung betrachten
M 8	Free trade – a magic bullet? / Argumente für und gegen den freien Welthandel bzw. den Protektionismus erarbeiten und kritisch hinterfragen
M 9	Arguments for and against protectionism / Argumente und Gegenargumente in einer <i>milling activity</i> zusammenstellen
Stundenziel:	Die Schüler kennen Argumente für und gegen den freien Welthandel sowie den Protektionismus. Sie können politische Versprechen einordnen und zu ihnen Stellung beziehen.

4. Stunde: World trade and global inequalities	
Material	Verlauf
M 10	Diamond nine – international trade and globalisation / die Auswirkungen der Globalisierung in einer Rankingaufgabe gewichten, diskutieren und zusammenhängend präsentieren
M 11	7 are out – international trade and globalisation / thematischen Wortschatz in einem Ratespiel in Anlehnung an „Taboo“ festigen
<i>Stundenziel:</i>	Die Lernenden trainieren und wenden die erworbenen Kenntnisse sowie den Wortschatz an. Sie kennen die Auswirkungen der Globalisierung und des internationalen Handels und können diese in eigenen Worten wiedergeben.

Materialübersicht

1. Stunde Global trade and its development

- M 1a (Tr) Where our products come from – a world map
 M 1b (Ws) Where our products come from – an overview
 M 2 (Ws) Trends in global trade – describing a graph
 M 3 (Tx) International trade organisations – fact files

2. Stunde International trade hitting the headlines

- M 4 (Ws) International trade hitting the headlines
 M 5 (Ws) International trade in the news
 M 6 (Na) International trade in the news – articles

3. Stunde Free trade vs. protectionism

- M 7 (Ws) Some of Trump's election campaign promises
 M 8 (Ws) Free trade – a magic bullet?
 M 9 (Ca) Arguments for and against protectionism

4. Stunde World trade and global inequalities

- M 10 (Ws) Diamond nine – international trade and globalisation
 M 11 (Ga) 7 are out – international trade and globalisation
 Vocabulary International trade and globalisation (M 12)

Bedeutung der Abkürzungen

Ca: Cards; **Ga:** Game; **Na:** Newspaper article; **Tr:** Transparency; **Tx:** Text; **Ws:** Worksheet

Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

- | | | |
|------------|---|------------------|
| 1. Stunde: | Introduction to international trade and globalisation | M 1–M 3 |
| 2. Stunde: | Free trade vs. protectionism | M 7–M 9 |
| 3. Stunde: | The effects of world trade and globalisation | M 10–M 11 |

Zusatzmaterialien auf der CD 26 bzw. in der ZIP-Datei:

M7_Zusatz_writing_a_comment

(einen Kommentar verfassen)



Where our products come from – an overview

Tasks

1. Where do these products come from? Fill in the table, then draw a line from each country/region a product comes from to your home country on the world map.
2. Why can we buy products from all over the world? Discuss with a partner.

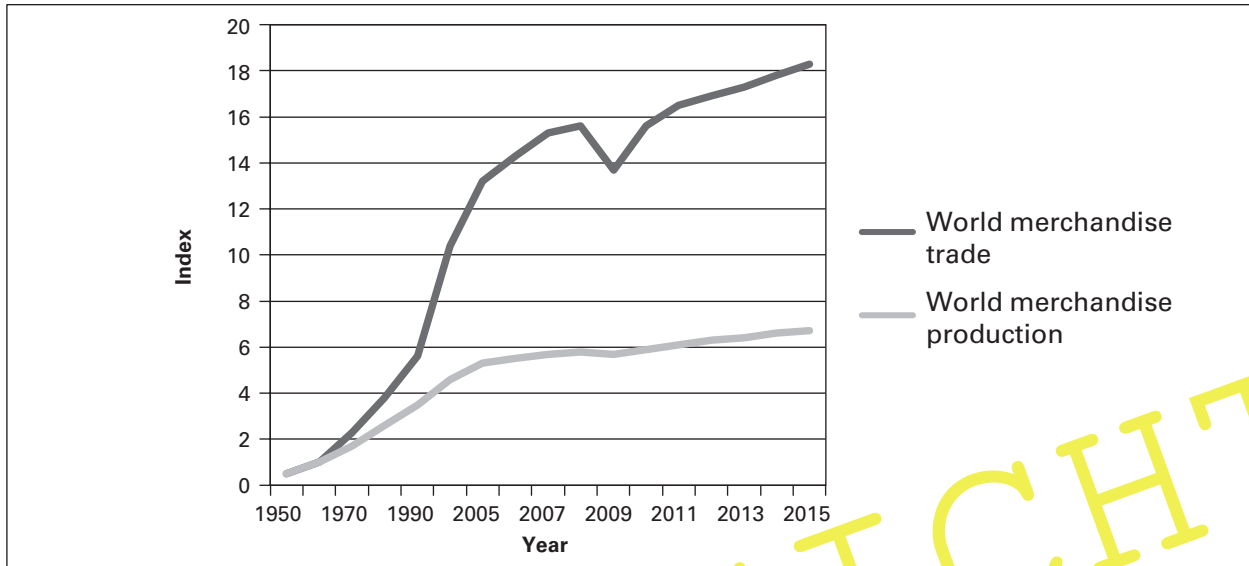
Product	Made in	Product	Made in	Product	Made in
a)  © Colourbox		b)  © Colourbox		c)  © Colourbox	
d)  © Thinkstock/Stock		e)  © Colourbox		f)  © Colourbox	
g)  © Thinkstock/Stock		h)  © Thinkstock/Oleksii Sagit		i)  © Thinkstock/Stock	

M2 Trends in global trade – describing a graph

The global share of merchandise¹ produced for export has been continuously rising over the last decades.

The development of international merchandise trade 1960–2015

(The graph shows an indexed development with 1960 representing 1.)



Based on figures from <http://www.bpb.de/nachschlagen/zahlen-und-fakten/globalisierung/52543/entwicklung-des-warenhandels?zahlenfakten=detail>

Tasks

1. What is global trade? Explain.
2. Have a look at the graph depicting² the development and growth of global trade. Describe the general development of global trade since the 1960s. The phrases from the box down below might help you.
3. Can you relate any of the trends or changes in the graph to events that happened at that particular time? Which worldwide developments promoted these trends in global trade? Describe them.

Useful phrases for describing a graph

The graph is about ...	The line graph (clearly) shows ...	World merchandise trade rose/went up by ... percent.
The number ... increases/goes up/grows by ...	In 2008, there is a decrease/increase in ...	The numbers increase gradually ³ /sharply/steadily.
The number ... decreases/goes down/sinks by ...	Between 1960 and ...	The numbers dropped suddenly in 2017.
The number ... does not change/remains stable	From 1980 to ...	The numbers fell to a low/reached a bottom/peaked/reached a peak/reached their highest level ...
So we can say ...	World merchandise production fell/declined by ... percent in ...	

Vocabulary

1 **merchandise**: die Handelswaren – 2 **to depict**: darstellen, zeigen – 3 **gradually**: schrittweise

International trade organisations – fact files

M 3

Find out about the three major organisations involved in shaping global trade.

Text A

The World Trade Organisation (WTO)

The *WTO*, which is the successor¹ to the *General Agreement on Tariffs and Trade*, began operations² in January 1995. It is one of the key pillars³ of economic cooperation and development and has currently more than 160 member states, accounting for 98% of global trade. The *WTO* headquarters are based in Geneva, Switzerland, and it employs about 600 staff members.

The major aims of the *WTO* are abolishing⁴ trade barriers⁵ and promoting liberalisation of trade, setting up and enforcing⁶ rules for international trade, resolving⁷ trade disputes⁸ among member states and providing assistance to developing countries.

The *WTO* is run by the governments of its member states. Its main decision-making body is the Ministerial Conference which usually takes place every two years and it is here where agreements are being negotiated⁹. These Ministerial Conferences are also known as “trade rounds”. Today, there are *WTO* agreements covering goods and services, intellectual property as well as investment policies.

Since the late 1990s the *WTO* has increasingly been facing criticism and protests from opponents of globalisation claiming¹⁰ that trade liberalisation leads to a multitude¹¹ of problems not only for people in various parts of the world, but also for the environment all over the world.

Vocabulary

1 **successor**: der Nachfolger – 2 **begin operations**: die Arbeit aufnehmen – 3 **key pillar**: der Grundpfeiler – 4 **abolish**: abschaffen – 5 **trade barrier**: die Handelsbarriere – 6 **to enforce**: durchsetzen – 7 **to resolve**: schlichten; lösen – 8 **trade dispute**: der Handelskonflikt – 9 **to negotiate**: verhandeln – 10 **to claim**: behaupten – 11 **multitude**: die Vielzahl

Text B

The International Monetary Fund (IMF)

The *IMF* was established in July 1944 at a *United Nations* conference in Bretton Woods. Its founding nations wanted to create a framework of economic cooperation and exchange rate stability which would prevent economic crises similar to *The Great Depression*² between the two world wars. Currently, the *IMF* has 189 member states and employs 2,700 people from 148 different countries. Its headquarters are located in Washington, D.C.

Promoting³ international monetary cooperation and stability, ensuring⁴ the expansion of international trade and reducing poverty around the world are some of the *IMF*'s most important goals⁵. Another major⁶ responsibility is to give financial and technical support to countries undergoing⁷ economic and financial problems. These loans⁸, however, are not granted⁹ for specific projects but must be used to (re-)establish conditions and infrastructure that facilitate¹⁰ economic growth and development. The *IMF* funds¹¹ are provided through a system of contributions¹² from member countries. Portugal and Greece are currently among the biggest borrowers.

The *IMF* operates on the basis of surveilling¹³ and monitoring¹⁴ its member countries and their economic and financial policies as well as the economic development all around the world. It also advises¹⁵ its member states on various issues related to their national economic policies.

Vocabulary

1 **exchange rate stability**: die Wechselkursstabilität – 2 **The Great Depression**: die Weltwirtschaftskrise ab 1929 – 3 **to promote**: fördern – 4 **to ensure**: gewährleisten – 5 **goal**: das Ziel – 6 **major**: Haupt- – 7 **to undergo**: durchmachen – 8 **loan**: der Kredit – 9 **to grant**: gewähren – 10 **to facilitate**: fördern – 11 **funds**: die finanziellen Mittel – 12 **contribution**: der Beitrag – 13 **to surveil**: überwachen – 14 **to monitor**: beobachten – 15 **to advise**: beraten

Text C

The International Bank for Reconstruction and Development (IBRD) or World Bank

The *IBRD* (as part of the *World Bank*) was established in 1944 at a *United Nations* conference in Bretton Woods. It functions as a cooperative¹ and has currently 189 member countries or shareholders². Its headquarters are located in Washington, D.C. and it has more than 10,000 employees worldwide.

Originally, its major³ aim was to promote⁴ the reconstruction of countries after the devastations⁵ caused by World War II and to safeguard⁶ economic stability in post-war times. Today, however, the *World Bank* is mainly concerned with⁷ development all around the globe. Its goals⁸ are to end extreme poverty and promote economic growth so that low-income groups in poorer countries will be able to benefit.

The *World Bank* is the major source of funds⁹ in development aid. It grants¹⁰ low-interest or zero-interest¹¹ loans¹², which are usually provided for specific projects and tied to¹³ certain conditions¹⁴ for the receiving countries. Projects supported may be in areas such as education, health, public administration and infrastructure, financial and business sector development or environment. Almost every developing country depends on the support of the *World Bank*. Developed countries can get assistance from the *World Bank* as well, though at the usual market conditions.

Vocabulary

1 **cooperative**: die Genossenschaft – 2 **shareholder**: der/die Anteilseigner/in – 3 **major**: Haupt- – 4 **to promote**: fördern – 5 **devastation**: die Zerstörung – 6 **to safeguard**: gewährleisten – 7 **to be concerned with**: befasst sein mit – 8 **goal**: das Ziel – 9 **funds**: die finanziellen Mittel – 10 **to grant**: gewähren – 11 **low-interest/zero-interest**: Niedrig-/zinslos – 12 **loans**: der Kredit – 13 **tied to**: geknüpft an – 14 **condition**: die Bedingung

Task

1. Get together in groups of four. Each group gets a fact file about an international trade organisation.
2. Study your fact file. Which functions does the organisation have? Tick the right boxes in the table below.
3. Get into mixed groups of pupils who have not read your fact file and share your knowledge about the organisation you read about with your new groupmates.
4. Which importance do the *WTO*, *IMF* and *World Bank* have in international trade? Why is global trade easier and more efficient when international institutions like the *WTO*, *IMF* and the *World Bank* exist? Discuss with your groupmates.

Function	Institution(s)		
	<i>IMF</i>	<i>WTO</i>	<i>World Bank</i>
setting up the framework for international trade and economic cooperation			
ending extreme poverty and promoting economic growth by providing financial aid for specific projects in the fields of education, health care or environment			
promoting economic development in less-developed, poorer countries and giving them financial assistance			
negotiating agreements concerning goods and services, intellectual property and investment policies			
promoting international monetary cooperation and stability			
providing financial assistance to countries with economic and financial problems by granting loans provided through a system of contributions from member states			
reducing trade barriers such as tariffs and customs			

M 4 International trade hitting the headlines¹

International trade and organisations in the news. What's the story?

a) WTO rules for EU in US trade row

from *BBC News*: <http://news.bbc.co.uk/go/pr/fr/-/2/hi/business/3615030.stm>, 31.08.2014

b) WTO chief says post-Brexit trade talks must start from scratch

from *The Guardian*: <https://www.theguardian.com/business/2016/jun/07/WTO-chief-brexit-trade-talks-start-scratch-eu-referendum>, 07.06.2016

c) Chinese-EU textile talks continue

from *BBC News*: <http://news.bbc.co.uk/go/pr/fr/-/2/hi/business/4186932.stm>, 26.08.2005

d) World trade talks collapse

from *BBC News*: <http://news.bbc.co.uk/go/pr/fr/-/2/hi/business/3108460.stm>, 10.09.2003

e) World Bank to invest in education projects for girls

from *The Worldbank News*: <http://www.worldbank.org/en/news/press-release/2016/04/13/world-bank-group-to-invest-25-billion-in-education-projects-benefiting-adolescent-girls.print>, 13.04.2016

f) Campaigners claim debt cancellation for Nepal

from *Reuters*: <https://www.reuters.com/article/quake-nepal-debt/help-quake-hit-nepal-by-cancelling-foreign-debt-campaigners-idUSKBN0041BP20150519>, 15.05.2015

Tasks

1. Work in groups of three or four. Discuss the headlines and guess what each article might be about. Take notes.
2. In class, choose the four most interesting headlines. Make a list for each headline/article with words that you expect to find in the respective² article. Write down at least four words per list.
3. Each group is assigned³ a different headline. Back in your groups, take a blank sheet of paper and write down two to three questions per headline/article that you think the article will cover.
4. Hand the sheet with your questions to your teacher.

Vocabulary

1 to hit the headlines: Schlagzeilen machen – 2 respective: jeweilige/r/es – to be assigned sth.: etw. zugewiesen bekommen

M 7 Some of Trump's election campaign promises

What helped Donald Trump win the elections? Read the statements and discuss.

"I will bring back millions of jobs."

"We have to declare economic independence again."



"We must withdraw from the Trans-Pacific Partnership!"

"Companies that outsource jobs to Mexico will have to pay punitive tariffs¹!"

Tasks

1. Which problems of globalisation and international trade does President Trump refer to?
2. Do you think claims like these helped him win the elections? Why/Why not?

Vocabulary

¹ **punitive tariff**: der Strafzoll

M 9 Arguments for and against protectionism



<p>Protecting infant industries¹: If a new industry starts in a country, it has to compete with² long-established industries. Therefore, these new industries need to be protected by the state until the industries are developed enough to maintain³ themselves. Protection could be granted in the form of subsidies⁴, import taxes⁵ or quotas⁶.</p> <p>1 infant industries: die junge Industrie – 2 to compete with: mit jdm. konkurrieren – 3 maintain: sich behaupten – 4 subsidies: die Subventionen, staatliche Unterstützung – 5 import taxes: die Einfuhrzölle – 6 quotas: das Kontingent, die Quote</p>	<p>Free trade supporters claim that if a new industry has potential, private businesses will invest and take risks on their own account¹ without the need of state protection. Also, state subsidies² will not provide³ incentives⁴ for becoming independent, subsidised industries will grow to depend on government assistance. Furthermore, subsidies and protection of one type of industry might lead to claims of other types of industry for subsidies and result in political corruption.</p> <p>1 on one's own account: auf eigene Kosten – 2 subsidies: die Subventionen, staatliche Unterstützung – 3 to provide: bieten – 4 incentives: die Anreize</p>
<p>Protecting national security: over-specialisation may lead to dependence on imports. In times of crisis, a country might be isolated and cut off from imports. So the production of some goods may be strategically important even if the country does not have a competitive advantage¹ in the production of these goods. Therefore, agriculture and steel industry are often protected by import tariffs or quotas from foreign competition.</p> <p>1 competitive advantage: der Wettbewerbsvorteil</p>	<p>Free trade supporters claim that total isolation is not possible in today's modern world and therefore protective measures for strategically important industries are not necessary. Furthermore, most countries do not have all the resources available¹ to ensure² self-sufficiency³ in times of crisis. Protection of vital⁴ industries without competitive advantage contradicts the principle of comparative cost advantage⁵ and specialisation as the basis of international trade.</p> <p>1 to have available: über etw. verfügen können – 2 to ensure: gewährleisten – 3 self-sufficiency: die Selbstversorgung – 4 vital: lebensnotwendig – 5 comparative cost advantage: komparativer Kostenvorteil</p>

